



SYSTEM WEBINAR SUMMARY (Sept. 2023):

Vision 2030: A Focus on Economic Mobility

This webinar was the second in a series focusing on Vision 2030, a framework for the system guided by the Vision for Success and the Roadmap for the Future. It covered issues related to economic mobility and working adults. Guest presenters included Academic Senate President Aschenbach and Chancellor Marvin Martinez of Rancho Santiago CCD.

What is Vision 2030?

- [Vision 2030](#) is a framework that builds on the goals of the [Vision for Success](#) (2017-2022) and the governor's [Roadmap](#) (2022-2027).
- Vision 2030 includes [3 Goals](#) (equity in success, equity in access, equity in support) and [6 Outcomes](#).
- In part, Vision 2030 aims to better serve adult learners, removing structural barriers in policy and practice that impede access and success for this population to better support economic mobility for low-income Californians.

How Will Vision 2030 Serve Adult Learners?

- Vision 2030 sets its sights on the 6.8 million Californians who have graduated high school but not attained a college degree, a group that is disproportionately low-income and from racialized minority populations. These workers struggle with finding gainful employment at family-sustaining wages.
- Several new programs will focus on supporting economic mobility for this group:
 - The **Working Learners Project** will help to serve the 61% of our students who work, a majority of whom find it challenging to balance school and work.
 - The project will operate on two major themes: (1) work is a necessity for low-income adult students, and colleges must design programs and supports that account for this reality; and (2) time is a non-negotiable, requiring colleges to reconsider policies and practices to meet the needs of adult learners that require changes to the academic calendar, course offering times, and other policies and practices.
 - A task force is developing a plan that identifies actions, policies, and practices to better support working learners, including attendance accounting modifications to support short-term sequenced courses and programs, funding incentives for awarding credit for prior learning, building pathways from noncredit to credit, providing equitable access

- to services, and other issues. The task force will learn from districts about practices that can be scaled to improve outcomes and equity.
- Task force recommendations will be provided to the Board of Governors in January and March of 2024.
 - The **Apprenticeship Pathways Demonstration Project** will provide resources for colleges to align their apprenticeship programs to credit programs, supporting the Governor's goal of reaching 500,000 active apprentices by 2030.
 - 25 colleges that are generating the most apprenticeship hours will get funds to begin converting apprenticeship hours into credit instruction, with \$5 million over two years allocated to the effort. Funds will largely be used for faculty assigned time to help this conversion happen.
 - Benefits for colleges of the conversion include generating more enrollment to receive FTES funding. Related Supplemental Instruction (RSI) funding can be dedicated to creating more innovative apprenticeships (hours can generate *either* RSI or higher FTES funding).
 - Benefits for students include improved access to pathways that will award them credits and degrees to ensure they have upward mobility. Industry will also benefit from having the trained workforce they need to support our economy.
 - [CCCAOE](#) will help other colleges benefit from what is being learned through this demonstration project, providing information on developing apprenticeship programs.
 - The **Adult Workers Demonstration Project** is a 3-year partnership with United Domestic Workers (UDW), a union of childcare and home health providers.
 - The partnership will support statewide design and implementation of Guided Pathways for adult learners at scale. It will focus on bringing college pathways to UDW workers that incorporate flexible learning modalities and access to holistic student services.
 - Learnings from the project will help with scaling programs that serve low-income adult workers in other occupations and industries.

What are Some Faculty Perspectives on Vision 2030?

- The Academic Senate supports Vision 2030's focus on adult learners and economic mobility and the inclusion of faculty perspectives in this work.
- Adult learners are a population of current and prospective students too important to ignore, and traditional pathways to a degree are not well designed for them.
- The Governor's [executive order](#) to create a Master Plan for Career Education is a good opportunity to make changes to better serve these students, recognizing that college and career are not mutually exclusive. It also represents an opportunity to highlight the work and enhance the role of career education faculty.